

**St Dennis Primary Academy**

Year: 1

Term: Spring 1

**Curriculum Drivers**

**Real life experiences**

Handling safety equipment used on boats



**Wellbeing**

Mindful breathing  
Drawing our feelings  
Daily mile



**Oracy**

**Physical:** Facing who is speaking to during partner talk in PSHE.

**Linguistic:** Using new vocabulary when grouping animals in Science

**Cognitive:** Giving reasons for why Grace Darling is significant in History

**Social and Emotional:** Taking turns to talk and listen during partner talk in Book Study.



**Environment and Community**

Weather watching to determine if it is safe or unsafe to go to sea.



Creating posters about keeping safe at sea.

**Big Question:** How do we keep people safe at sea?

**Stunning Start:**

Create Grace Darling's lighthouse

**English**

**RWI and Get Writing**

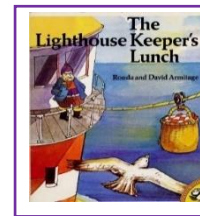
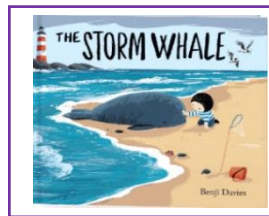


**Drawing Club:**

The Tiger Who Came to Tea  
Owl Babies  
Tiddler  
Little Rabbit Foo Foo  
The Lighthouse Keeper's Lunch  
Pirate Pete

**Book Share/Storytelling:** The Lighthouse Keeper's Lunch

**Book Study:** The Storm Whale



**Fabulous Finish:**

Create a Van Gogh inspired piece of art

**Assembly Theme:** Achievement

**Emotional Literacy:**

How do I feel? / My zones across the day / Caution!  
Trigger ahead

**Mathematics:**



**Number:** Place Value (within 20)





- Count within 20
- Understand numbers to 20
- Find 1 more/1 less
- Use a number line to 20





**Number:** Addition and Subtraction (within 20)





- Add and subtract ones using number bonds
- Doubles and near doubles
- Subtraction –finding the difference
- Missing number problems

**Key Skills Session:**

- Number bonds to 10
- Mastering Number – Weeks 11 – 15
- Maths jotter fluency

|                         | Science   | History    | RE    | Computing    |
|-------------------------|--|---|--|---|
| <b>Unit title:</b>      | <b>Subject:</b> Biology<br><b>Unit:</b> Animals including humans   | <b>Themes:</b> Travel and exploration<br><b>Unit:</b> Why do we still remember Grace Darling today?   | <b>Theme:</b> Judaism<br><b>Unit:</b> Who is Jewish and how do they live? (Unit 9)   | <b>Area:</b> Creating media<br><b>Unit:</b> Digital writing<br><b>Natterhub:</b> Secure it  |
| <b>Builds On:</b>       | <b>Year:</b> Reception<br><b>Term:</b> Spring 1 - Children have explored different animals during EYFS. They have learnt the names of different animals and their features.  | <b>Year:</b> Reception<br><b>Term:</b> Spring 1<br><b>Unit:</b> What is a hero?   | New learning   | New learning  |
| <b>Memory Master:</b>   | Recognition of animals and their similarities or differences   | Discussion about what makes a hero  | Revisit special texts from Reception Summer 2 and make link to Judaism through the Torah   | Have we ever typed on a keyboard? What do we know already?  |
| <b>Lesson Sequence:</b> | I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.   | Who was Grace Darling?  | What is precious to Jewish people? What does a mezuzah remind Jewish people about?   | I can use a computer to write.  |
|                         | I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals.   | What was Grace Darling's life like?   | How and why do Jewish people celebrate Shabbat?  | I can add and remove text on a computer.  |
|                         | I can identify and name a variety of common animals that are carnivores, omnivores and herbivores. Show what you know.   | Why was Grace Darling important?  | How and why do Jewish people celebrate Shabbat?  | I can identify that the look of text can be changed on a computer.  |
|                         |  | How is Grace Darling remembered today?  | What stories do Jewish people tell from the Torah?   | I can make careful choices when changing text.  |
|                         | What impact did she have on the world? Show what you know.   | What is the festival of Chanukah? What was the miracle that happened in the temple in the story? Show what you know   | I can explain why I used the tools that I chose.<br>I can compare typing on a computer to writing on paper.  |   |
| <b>Composite :</b>      | Sort animals into groups.  | A class mindmap of who Grace Darling was and why she is significant and remembered today.   | In a candle/flame outline, children write one thing that they think would be important for Jewish people at Chanukah.  | Children type captions / sentences and can change the font, colour and size.  |
| <b>Impact:</b>          | Children can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They can identify and name a variety of common animals that are carnivores, herbivores and omnivores and describe and compare the structure of a variety of common animals | Ask questions such as: What was it like for people? Role play to describe historical events. Describe significant people from the past and know why they are significant. In groups, place pictures in order on a timeline to show key events and use this to tell the story verbally. Use the phrase a long time ago to describe when an event happened. Use the phrase 'centuries ago' understanding that a century is 100 years. | Children recognise the words of the Shema as a Jewish prayer. They retell simply some stories used in Jewish celebrations (e.g. Chanukah) and give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. They give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) and make links between Jewish ideas of God found in the stories and how people live. | Children know that a keyboard is used to enter text into a computer and that the appearance of text can be changed They recognise some keys and use them to enter text on to a computer/device. They can add spaces between most words using a space bar and use the backspace key to delete text only as far as the section to be edited They can use the toolbar to find and use the bold, italic, and underline tool |

|                         | Art and Design    | Physical Education    | Sport    | Design Technology   |
|-------------------------|--|--|---|--|
| <b>Unit title:</b>      | <b>Technique:</b> Drawing<br><b>Artist:</b> Vincent Van Gogh   | <b>Learning focus:</b> Cognitive<br><b>Unit:</b> REAL PE   | <b>Unit:</b> Hockey   | <b>Area:</b> Mechanisms<br><b>Unit:</b> Making a moving storybook  |
| <b>Builds On:</b>       | <b>Year:</b><br><b>Term:</b>   | <b>Year:</b> Reception<br><b>Term:</b> Summer 2<br><b>Unit:</b> REAL PE  | New sport   | <b>Year:</b> Reception<br><b>Term:</b> Summer 1<br><b>Unit:</b> Making vehicles  |
| <b>Memory Master:</b>   |  | N/A  | N/A   | Revisit vocabulary from previous units this year- what can we remember from pictures clues   |
| <b>Lesson Sequence:</b> | <b>Artist</b> - I can recall the key features of Van Gogh's seascapes.   | <b>Warm up games</b><br>Train adventure<br>Line out<br><b>Fundamental Movement Skills</b><br>Dynamic balance – On a line<br>Static balance – Stance<br><b>Skills Application</b><br>Five little puffer trains<br>Puffing along<br>Wobbly bridge<br>Children on a rope<br>Tightrope twins<br>Tightrope sequence | I can move fluently.  | <b>Research</b> – I can research moving picture books.   |
|                         | <b>Imitate</b> - I can use the drawing techniques of Van Gogh  |  | I can use equipment safely and correctly.   | <b>Skills</b> – I can make a slider mechanism.   |
|                         | <b>Experiment</b> - I can experiment with a variety of drawing tools<br>I can create light and dark lines  |  | I can control a ball with hands.  | <b>Design</b> – I can design a moving picture.   |
|                         | <b>Plan</b> - I can develop my ideas for a seascape  |  | I can hold a hockey stick correctly.  | <b>Make</b> – I can make a moving picture that uses a sliding mechanism.   |
|                         | <b>Create</b> - I can create my seascape inspired by Van Gogh  |  | I can stop a ball using a hockey stick.   | <b>Evaluate</b> – I can evaluate my moving picture by testing it.  |
|                         | <b>Evaluate</b> - I can review and revisit my creation   |  | I can play simple games.  |  |
| <b>Composite:</b>       | Children will develop and apply their skills and knowledge in light and dark lines to a seascape inspired by Vincent Van Gogh.   | Children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.  | Game where the aim is to score points by sliding a beanbag or rolling a ball over your opponent's line. The game is played one against one, or two against two.                   | Design, make and evaluate a moving picture   |
| <b>Impact:</b>          | The children will have developed their knowledge and skills in drawing techniques and how to make dark and light lines. The children will have an awareness of a new artist and have used their sketchbooks to develop their ideas and skills. | REAL PE – Cognitive Cog<br>Children can understand and follow simple rules. They can name some things they are good at.  | Children can pass a ball with control and increasing accuracy. They develop fundamental movement skills, moving fluently, changing direction and speed – with and without a ball. | Children will practice safe cutting and joining techniques. They will begin to learn about how to create a product that is based on a design brief. They will be able to discuss how well something has worked and how it could be improved. |

|                         | PSHE                | PSHE    | PSHE - Drugs and Alcohol Education Week  | Music    |
|-------------------------|--|--|---|---|
| <b>Unit title:</b>      | Brook Learn 1<br>Unit: Healthy Friendships   | Brook Learn 2<br>Unit: Our Bodies and Boundaries   | Theme: Medicines and People who Help Us   | Unit: In the Groove   |
| <b>Builds On:</b>       | New Learning   | Year: Reception<br>Term: Summer 2<br>Unit: NSPCC PANTS   | New Learning  | Year: 1<br>Term: Autumn 1<br>Unit: Hey you!   |
| <b>Memory Master:</b>   | N/A  |  | N/A   | Revisit songs from previous unit  |
| <b>Lesson Sequence:</b> | I can identify what makes a good friend.   | I can say the PANTS rule.  | I can identify how to stay healthy.   | I can listen and appraise other songs   |
|                         | I can describe how to be a good friend.  | I can name body parts and know which parts should be private.  | I can explore when and how to take medicines safely.  | I can learn to sign the song in a different style   |
|                         | I can use some simple tools to help resolve conflicts.   | I can explain the difference between appropriate and inappropriate touch.  | I can identify who should be able to give me medicine.  | I can use my body to find the pulse and clap an improvise                                   |
|                         | I can understand how to get help to make friendships better.   | I can understand that I have the right to say 'no' to unwanted touch.<br>I can think about who I trust and who I can ask for help. |   | I can perform the song using my voice   |
| <b>Composite :</b>      | Create a class 'friendship wall'.  | Pupils can recite the PANTS rule   | Sorting images into healthy and unhealthy, creating performances about being unhealthy and needing medicine.                | Children will learn how to appraise a variety of songs and learn how to sing In the Groove. |
| <b>Impact:</b>          | Pupils will have strategies to support them to resolve conflicts and will have healthier friendships | Pupils will be aware of appropriate and inappropriate touch and know who is a trusted adult to support them                        | Pupils understand how to look after their bodies, why people use medicines and know the rules around their use.             | Children will be able to find the pulse to a song and learn how to sing a song.             |